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ABSTRACT

This booklet sets out the state standards for students in Wyoming public schools for succeeding in the Fine and Performance Arts in grades K-12. Five standards are defined for benchmark grades 4, 8, and 11: (1) creative expression through production; (2) artistic perception; (3) aesthetic valuing; (4) historical and cultural context; and (5) applications to life. There are three performance standards levels: (1) advanced performance; (2) proficient performance; and (3) partially proficient performance. (BT)

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Wyoming Department of Education

Wyoming Fine and Performing Arts Content and Performance Standards

June 6, 2001

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

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GRADE SPAN 9-12

CONTENT STANDARD 1. CREATIVE EXPRESSION THROUGH PRODUCTION Students create, perform, exhibit, or participate in the Arts.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
1. Students select, use, and combine artistic elements, principles, technical skills, and materials to produce artistic works and achieve desired goals. 2. Students refine artistic skills and develop self discipline through rehearsal (theatre, music, and dance), practice, and revision. 3. Students collaborate with others in the creative artistic process.	**Advanced Performance** 11th grade students at the advanced performance level demonstrate superior performance. Students effectively create, perform, exhibit, and respond, through a minimum of one art form, at an accomplished level. Students use a variety of skills and techniques. They consistently apply concepts and processes to pose and solve problems in the Arts. Students initiate collaboration in the creative process. **Proficient Performance** 11th grade students at the proficient performance level demonstrate acceptable performance. Students frequently create, perform, exhibit, and respond through a minimum of one art form. Students use a variety of skills and techniques. They apply concepts and processes to solve problems in the Arts. Students willingly collaborate in the creative process. **Partially Proficient Performance** 11th grade students at the partially proficient performance level demonstrate marginal performance. Students sometimes create, perform, exhibit, and respond through a minimum of one art form. Students apply basic concepts and processes. Students sometimes collaborate in the creative process.

Snapshot In Action

Sample Ideas From The Writing Group

- Theatre students memorize a three-to four-minute monologue and perform it in front of their peers with costuming, props, and interpretation appropriate for that work.
- Art students create a symbolic, expressive self-portrait based on an original concept, using any medium they choose.
- Music students perform for their peers a song of their choosing that demonstrates a skill level appropriate for their level of musicianship.
- Music theory students are given a number of measures, key signature, chord changes, and a topic for the text. During one class period, they compose, in two parts, an artwork.

CONTENT STANDARD 2. ARTISTIC PERCEPTION Students process, analyze, and respond to sensory information through the language and skills unique to the Arts.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
1. Students recognize, describe, and analyze how technical, organizational, and artistic elements and principles contribute to the ideas, quality, and effectiveness communicated by the art form. 2. Students use new and traditional materials, tools, techniques, and technologies to analyze and evaluate artistic works.	**Advanced Performance** 11th grade students at the advanced performance level consistently and independently recognize, describe, and analyze how technical, organizational, and artistic elements and principles contribute to the ideas, quality, and effectiveness communicated by the art form. Students consistently and effectively use new and traditional materials, tools, techniques, and technologies to analyze and evaluate artistic works. **Proficient Performance** 11th grade students at the proficient performance level independently recognize, describe, and analyze how technical, organizational, and artistic elements and principles contribute to the ideas, quality and effectiveness communicated by the art form. Students effectively use new and traditional materials, tools, techniques, and technologies to analyze and evaluate artistic works. **Partially Proficient Performance** 11th grade students at the partially proficient performance level occasionally, with limited guidance, recognize and describe how technical, organizational, and artistic elements and principles contribute to the ideas, quality, and effectiveness communicated by the art form. Students occasionally and, with limited effectiveness, use new and traditional materials, tools, techniques, and technologies to analyze and evaluate artistic works.

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Snapshot In Action

Sample Ideas From The Writing Group

- Students design their own set or costume plot from an approved play. Students then build the set to scale or costume the play.
- Students find a piece of art on the Internet and then write a critique explaining why it fits into the era in which it was created.
- Students develop a rubric to evaluate a work of art.

CONTENT STANDARD 3. AESTHETIC VALUING Students respond to, analyze, and make informed judgments about works in the Arts.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
1. Students state preferences for individual artistic works and provide rationale for those preferences based on an analysis of artistic elements, principles and personal experiences. 2. Students analyze and communicate how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact of artistic works.	**Advanced Performance** 11th grade students at the advanced performance level defend personal preferences for artistic works by making effective and extensive references to artistic elements, principles, and personal experiences. Students effectively and consistently analyze and communicate how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact of artistic works using extensive and correct terminology. **Proficient Performance** 11th grade students at the proficient performance level defend personal preferences for artistic works by making effective references to artistic elements, principles, and personal experiences. Students effectively analyze and communicate how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact of artistic works using correct terminology most of the time. **Partially Proficient Performance** 11th grade students at the partially proficient performance level have difficulty defending personal preferences for artistic works and make few references to artistic elements, principles, and personal experiences. Students have difficulty analyzing and communicating how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact of artistic works with limited use of correct terminology.

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Snapshot In Action

Sample Ideas From The Writing Group

Students perform the following tasks:

- After performing three concert overtures, students prepare a paper defending their favorite performance.
- After viewing "Westside Story," students explain what the influence style and instrumentation had on the emotional impact of the musical.

CONTENT STANDARD
4. Historical and Cultural Context
Students demonstrate an understanding of the Arts in relation to history, cultures and contemporary society.

BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. Students describe and explain distinguishing features of an art form in the context of its history and culture. 2. Students explain the relationships between the Arts and historical, cultural and contemporary concepts or events. Students then analyze the impact of these relationships.	**Advanced Performance** 11th grade students at the advanced performance level correctly classify and discuss specific artistic works belonging to particular cultures, times, and places. Students analyze the relationships between the Arts and history and culture and defend their interpretations. **Proficient Performance** 11th grade students at the proficient performance level correctly classify and discuss specific artistic works belonging to particular cultures, times, and places. Students effectively analyze and interpret the relationships between the Arts and history and culture. **Partially Proficient Performance** 11th grade students at the partially proficient performance level have difficulty classifying and discussing specific artistic works belonging to particular cultures, times, and places. Students have difficulty analyzing and interpreting the relationships between the Arts and history and culture.

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Snapshot In Action

Sample Ideas From The Writing Group

- Students discuss the political implications of "LYSISTRATA" in an essay.
- Students present how Freud's theory of the subconscious generated new art movement.
- Students research a composer whose music is being studied in class, locating five unique pieces of information about that composer.
- Students then write a statement discussing the culture or history of the pieces.

CONTENT STANDARD 5. APPLICATIONS TO LIFE Students connect and relate the Arts to other disciplines and society.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
1. Students demonstrate appropriate behavior for the context and style of art presented. 2. Students identify and explain interrelated concepts among the Arts, other disciplines, and society. 3. Students identify skills used in vocational, cultural, and recreational opportunities in the Arts.	**Advanced Performance** 11th grade students at the advanced performance level consistently and independently demonstrate appropriate behavior for the context and style of art presented. Students explain and apply interrelated concepts among the Arts, other disciplines, and society. Students illustrate skills used in vocational, cultural, and recreational activities in the Arts. **Proficient Performance** 11th grade students at the proficient performance level consistently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify and explain interrelated concepts among the Arts, other disciplines, and society. Students correctly identify skills used in vocational, cultural, and recreational opportunities in the Arts. **Partially Proficient Performance** 11th grade students at the partially proficient performance level have difficulty demonstrating appropriate behavior for the context and style of art presented. Students have difficulty identifying or explaining interrelated concepts among the Arts, other disciplines, and society. Students have difficulty identifying the skills used in activities in the Arts.

- Students host a fine arts night. Art works are displayed during a variety of artistic performances. Refreshments and art works are sold to benefit arts scholarships. Art work is judged by the audience. Community members are encouraged to present art works.
- Students listen to music and create a design that illustrates the various patterns that they hear.

CONTENT STANDARD 1. CREATIVE EXPRESSION THROUGH PRODUCTION Students create, perform, exhibit, or participate in the Arts.	
BENCHMARK GRADE 8	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8**
1. Students utilize a variety of materials, technical skills, elements and principles to produce artistic works. 2. Students prepare or revise works for presentation. 3. Students collaborate with others in the creative artistic process.	**Advanced Performance** 8th grade students at the advanced performance level demonstrate superior performance. Students effectively create, perform, exhibit, and respond, through a minimum of one art form, at an accomplished level. Students use a variety of skills and techniques. They consistently apply concepts and processes to pose and solve problems in the Arts. Students initiate collaboration in the creative process. **Proficient Performance** 8th grade students at the proficient performance level demonstrate acceptable performance. Students frequently create, perform, exhibit, and respond through a minimum of one art form. Students use a variety of skills and techniques. They apply concepts and processes to solve problems in the Arts. Students willingly collaborate in the creative process. **Partially Proficient Performance** 8th grade students at the partially proficient performance level demonstrate marginal performance. Students sometimes create, perform, exhibit, and respond through a minimum of one art form. Students apply basic concepts and processes. Students sometimes collaborate in the creative process.

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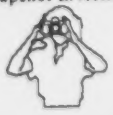
Snapshot In Action

Sample Ideas From The Writing Group

- Eighth grade theatre students are acting out various animal behaviors in a zoo setting on stage.
- Eighth grade choir altos are repeating a difficult vocal passage numerous times during a rehearsal.
- Eighth grade percussionists are taking turns at the trap set, learning to coordinate feet and hand rhythm patterns.
- Eighth grade artists are creating a three dimensional form that expresses movement through the use of line and pattern.

CONTENT STANDARD 2. ARTISTIC PERCEPTION Students process, analyze, and respond to sensory information through the language and skills unique to the Arts.	
BENCHMARK GRADE 8	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8**
1. Students describe artistic works using concepts of composition, technique, medium, function, style & presentation. 2. Students use materials, techniques, technology or processes to interpret artistic works.	**Advanced Performance** 8th grade students at the advanced performance level independently describe and explain artistic works using concepts of composition, technique, medium, function, style, and presentation. Students consistently and effectively use materials, techniques, technology, and processes to interpret artistic works. **Proficient Performance** 8th grade students at the proficient performance level independently describe artistic works using concepts of composition, technique, medium, function, style, and presentation. Students frequently and effectively use materials, techniques, technology, or processes to interpret artistic works. **Partially Proficient Performance** 8th grade students at the partially proficient performance level describe, with guidance, artistic works using concepts of composition, technique, medium, function, style, and presentation. Students occasionally, with limited effectiveness, use materials, techniques, technology, or processes to interpret artistic works.

Snapshot In Action



Sample Ideas From The Writing Group

- Students listen to "Carnival of the Animals" and identify each instrumental section that represents an animal.
- Students are shown a painting by Van Gogh and are then asked to create their own painting based upon how they felt when they experienced it.

CONTENT STANDARD 3. AESTHETIC VALUING Students respond to, analyze, and make informed judgments about works in the Arts.	
BENCHMARK GRADE 8	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8**
1. Students describe and analyze artistic choices in their own works and works of others. 2. Students describe the influence of personal experience on the interpretation of artistic works. 3. Students develop and apply criteria for evaluating quality and effectiveness of artistic works.	**Advanced Performance** 8th grade students at the advanced performance level effectively and consistently describe and analyze artistic choices in their own works and works of others using correct terminology most of the time with no assistance. Students effectively and consistently describe the influence of personal experience on the interpretation of artistic works. Students effectively and consistently develop and apply appropriate criteria for evaluating quality and effectiveness of artistic works. **Proficient Performance** 8th grade students at the proficient performance level effectively describe and analyze artistic choices in their own works and works of others using correct terminology most of the time with minimal assistance. Students effectively and with minimal prompts describe the influence of personal experience on the interpretation of artistic works. Students, with limited assistance, effectively develop and apply appropriate criteria for evaluating quality and effectiveness of artistic works. **Partially Proficient Performance** 8th grade students at the partially proficient performance level require frequent assistance to describe and analyze artistic choices in their own works and works of others and rarely use correct terminology. Students require frequent assistance in describing the influence of personal experience on the interpretation of artistic works. Students have difficulty developing and applying appropriate criteria for evaluating quality and effectiveness of artistic works.

Snapshot In Action

Sample Ideas From The Writing Group

Students perform the following tasks:

- Following a taped rehearsal, list three artistic choices that might be made to improve the performance.
- After listening to a recording of "Stars and Stripes Forever," list characteristics that make the piece so effective and use this criteria to critique other marches.

CONTENT STANDARD

4. HISTORICAL AND CULTURAL CONTEXT

Students demonstrate an understanding of the Arts in relation to history, cultures and contemporary society.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students identify and describe specific artistic works as belonging to particular cultures, times and places. 2. Students describe how history, culture and the Arts influence each other.	**Advanced Performance** 8th grade students at the advanced performance level correctly identify and describe artistic works as belonging to particular cultures, time, and places. Students effectively discuss and defend how an artistic work has been impacted by its historical and cultural context and how history and culture are influenced by the Arts. **Proficient Performance** 8th grade students at the proficient performance level correctly identify and describe artistic works as belonging to particular cultures, time, and places. Students effectively discuss how an artistic work has been impacted by its historical and cultural context and how history and culture are influenced by the Arts. **Partially Proficient Performance** 8th grade students at the partially proficient performance level have difficulty identifying and describing artistic works as belonging to particular cultures, time, and places. Students have difficulty discussing how an artistic work has been impacted by its historical and cultural context and how history and culture are influenced by the Arts.

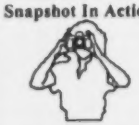
Snapshot In Action

Sample Ideas From The Writing Group

- Students translate into modern language and act out scenes from a play, such as Shakespeare's "Taming of the Shrew."
- Students imitate cave art by drawing with pastels on brown paper in a darkened room.
- Students list five contemporary bands, discussing their influences on modern culture.

CONTENT STANDARD 5. APPLICATIONS TO LIFE Students connect and relate the Arts to other disciplines and society.	
BENCHMARK GRADE 8	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8**
1. Students demonstrate appropriate behavior for the context and style of art presented. 2. Students identify elements common to the Arts and other disciplines. 3. Students develop an awareness of vocational, cultural and recreational opportunities in the Arts.	**Advanced Performance** 8th grade students at the advanced performance level consistently and independently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify and use elements common to the Arts and other disciplines. Students demonstrate an awareness of skills used in vocational, cultural, and recreational opportunities in the Arts. **Proficient Performance** 8th grade students at the proficient performance level consistently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify, with minimal assistance, elements common to the Arts and other disciplines. Students demonstrate an awareness of vocational, cultural, and recreational opportunities in the Arts. **Partially Proficient Performance** 8th grade students at the partially proficient performance level have difficulty demonstrating appropriate behavior for the context and style of art presented. Students have difficulty identifying elements common to the Arts and other disciplines. Students demonstrate an awareness of some opportunities in the Arts.

Snapshot In Action



Sample Ideas From The Writing Group

- Students prepare booths for a career fair of arts-related vocations and recreational opportunities.
- Students use artworks in other areas to supplement class presentations.
- Students listen to music and create a design that illustrates the various patterns that they hear.

Grade Span K-4

CONTENT STANDARD 1. CREATIVE EXPRESSION THROUGH PRODUCTION Students create, perform, exhibit, or participate in the Arts.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
1. Students use a variety of materials and resources to explore the Arts. 2. Students exhibit or perform artistic works. 3. Students collaborate with others in the creative artistic process.	**Advanced Performance** 4th grade students at the advanced performance level demonstrate superior performance. Students effectively create, perform, exhibit, and respond, through a minimum of one art form, at an accomplished level. Students use a variety of skills and techniques. They consistently apply concepts and processes to pose and solve problems in the Arts. Students initiate collaboration in the creative process. **Proficient Performance** 4th grade students at the proficient performance level demonstrate acceptable performance. Students frequently create, perform, exhibit, and respond through a minimum of one art form. Students use a variety of skills and techniques. They apply concepts and processes to solve problems in the Arts. Students willingly collaborate in the creative process. **Partially Proficient Performance** 4th grade students at the partially proficient performance level demonstrate marginal performance. Students sometimes create, perform, exhibit, and respond through a minimum of one art form. Students apply basic concepts and processes. Students sometimes collaborate in the creative process.

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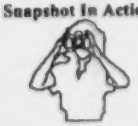
Snapshot In Action

Sample Ideas From The Writing Group

- After art students have studied the works and styles of Kandinsky, they are actively involved in exploring color to create a painting following his style.
- General Music students augment their study of wind instruments by playing simple unison melodies on their recorders.
- Art students are creating a sheet of paper using screens, pulp, water, towels, and evaporation.
- Students use a conga drum to create a rhythmic ostinato.
- Students create movement to show form of a simple instrumental piece.
- Students use voices, instruments, or movement to accompany a poem or short story.
- Students aurally recognize sound of an instrument without seeing it.

CONTENT STANDARD 2. ARTISTIC PERCEPTION Students process, analyze, and respond to sensory information through the language and skills unique to the Arts.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
1. Students use basic terminology relevant to the art form. 2. Students recognize and describe the skills, techniques, processes, and technologies relevant to artistic works.	**Advanced Performance** 4th grade students at the advanced performance level consistently use correct basic terminology relevant to various art forms. Students consistently and independently recognize and describe the skills, techniques, processes, and technologies relevant to artistic works. **Proficient Performance** 4th grade students at the proficient performance level frequently use correct basic terminology relevant to the art form. Students consistently, and with limited guidance, recognize and describe the skills, techniques, processes, and technologies relevant to artistic works. **Partially Proficient Performance** 4th grade students at the partially proficient performance level occasionally use correct basic terminology relevant to the art form. Students occasionally and, with much guidance, recognize and describe the skills, techniques, processes, and technologies relevant to artistic works.

Snapshot In Action



Sample Ideas From The Writing Group

- Students listen to Beethoven's 5th Symphony and then write a one-page report or discuss how patterns influenced the writing of Beethoven.
- Students are shown a painting by Monet and then verbally communicate how the painting was created.

CONTENT STANDARD 3. AESTHETIC VALUING Students respond to, analyze, and make informed judgments about works in the Arts.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
1. Students explain their personal preferences for specific works and styles. 2. Students describe an idea or feeling connected with experiencing artistic works.	**Advanced Performance** 4th grade students at the advanced performance level effectively, consistently, and with no prompts, explain their personal preferences and describe ideas or feelings connected with experiencing artistic works. **Proficient Performance** 4th grade students at the proficient performance level effectively, and with minimal prompts, explain their personal preferences and describe ideas or feelings connected with experiencing artistic works. **Partially Proficient Performance** 4th grade students at the partially proficient performance level, with limited ability and with frequent prompts, explain their personal preferences and describe ideas or feelings connected with experiencing artistic works.

Snapshot In Action

Sample Ideas From The Writing Group

Students perform the following tasks:

- List five words or emotions after listening to "Danse Macabre" and explain how instrumentation affected their choices.
- Design a zoo to house the "Carnival of the Animals" and explain what each animal/instrument might eat and why.

CONTENT STANDARD 4. HISTORICAL AND CULTURAL CONTEXT Students demonstrate an understanding of the Arts in relation to history, cultures and contemporary society.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
1. Students explore specific artistic works belonging to particular cultures, times, and places.	**Advanced Performance** 4th grade students at the advanced performance level extensively explore artistic works belonging to particular cultures, times, and places. **Proficient Performance** 4th grade students at the proficient performance level adequately explore artistic works belonging to particular cultures, times, and places. **Partially Proficient Performance** 4th grade students at the partially proficient performance level minimally explore specific artistic works belonging to particular cultures, times, and places.

Snapshot In Action

Sample Ideas From The Writing Group

- Using African instruments (replicas), students accompany a song such as "Banuwa."
- Students learn about pottery from various cultures and then match the pots to their culture.
- Students perform a Thanksgiving play.

CONTENT STANDARD 5. APPLICATIONS TO LIFE Students connect and relate the Arts to other disciplines and society.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
1. Students demonstrate appropriate behavior for the context and style of art presented. 2. Students identify terms common to the arts and other disciplines.	**Advanced Performance** 4th grade students at the advanced performance level consistently and independently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify and use terms common to the Arts and other disciplines. **Proficient Performance** 4th grade students at the proficient performance level consistently demonstrate, with minimal assistance, appropriate behavior for the context and style of art presented. Students correctly identify terms common to the Arts and other disciplines. **Partially Proficient Performance** 4th grade students at the partially proficient performance level have difficulty demonstrating appropriate behavior for the context and style of art presented. Students have difficulty identifying terms common to the Arts and other disciplines.

Snapshot In Action

Sample Ideas From The Writing Group

- Students present a puppet show demonstrating appropriate behavior at an art event. Students discuss behaviors observed and exhibited. Audience behavior is discussed as well as performers' behavior.
- Students listen to music and create a design that illustrates the various patterns that they hear.

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